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ABSTRACT

A practicum project was developed and implemented to reduce the incidents of aggressive behavior and impulsive actions among kindergarten students by means of win-win situations for conflict resolution. The objectives for the program were to achieve: (1) a 25 percent decrease of impulsive and aggressive behavior; (2) 50 percent of the target group able to identify at least three forms of anger management; (3) the application of problem-solving strategy for conflict resolution; and (4) a 20 percent increase in the application of problem-solving strategy or anger management techniques to resolve interpersonal, classroom conflicts. The program consisted of 27 lessons integrating children's literature, music and puppets with three strategies: empathy training; impulse control using problem-solving techniques; and anger management for conflict resolution. Three of the objectives were met. The objective to have 50 percent of the target group able to identify three forms of anger management techniques was not met. However, 40 percent of the target group successfully satisfied this objective. (Fifteen appendices include a copy of the teacher survey, target setting behavior referrals, project interviews, weekly lesson schedule, and tallies of pre- and post-project conflict incidents. Contains 37 references.) (Author/AA)

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PROSOCIAL PROBLEM-SOLVING TECHNIQUES FOR CONFLICT RESOLUTION IN THE KINDERGARTEN CLASSROOM

By

Dorri B. Linde

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A Final Report submitted to the Faculty of the Fischler Center for the Advancement of Education of Nova Southeastern University in partial fulfillment of the requirements for the degree of Masters of Science

April 21, 1997

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Abstract

Prosocial Problem-Solving Techniques for Conflict Resolution in the Kindergarten Classroom.

Linde, Dorri B., 1997, Practicum Report, Nova Southeastern University, Fischler Center for the Advancement of Education.

Descriptors: Conflict Resolution / Prosocial Problem-Solving Techniques / Violence Prevention Curriculum / Second Step Program.

This program was developed and implemented to provide win-win situations for conflict resolution; choosing and performing systematic reasoning steps to social situations; and reducing anger in the kindergarten classroom. The objectives for the program were: to display a 25% decrease of impulsive and aggressive behavior; to have 50% of the target group identify at least three forms of anger management; to implement the application of problem-solving strategy for conflict resolution; and to have a 20% increase in the application of problem-solving strategy or anger management techniques to resolve interpersonal, classroom conflicts. The program consisted of 27 lessons integrating children's literature, music and puppets with three strategies: empathy training; impulse control using problem-solving techniques; and anger management for conflict resolution. Three objectives were met. The objective to have 50% of the target group identify three forms of anger management techniques was not met. However, forty percent of the target group successfully satisfied this objective.

Authorship Statement

I hereby testify that this paper and the work it reports are entirely my own. When it has been necessary to draw from the work of others, published our unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of others in the field and in the hope that my own work, presented here, will earn similar respect.

Dorri B. Linde

Dorri B. Linde

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PROJECT VERIFICATION FORM

Dear Mentor:

Practicum students in Nova Southeastern University's GTEP programs for master's and educational specialist degrees are asked to provide verification that the project activities reported in this document took place as described. On this sheet please write a brief overview attesting to your knowledge of the project activity reported in the accompanying document. Note that you are not asked to evaluate or make judgments about the quality of the project on this page.

Practicum title: Prosocial Problem-Solving Techniques for Conflict Resolution in the Kindergarten Classroom.

Student's name:	Dorri B. Linde	**Completion date:**	1/17/97
Project site:	Hidden Oak Elementary, Gainesville, FL		
Mentor's name:	Nancy Pearl	Nancy Pearl signature	
Mentor's position:	Behavior Resource Teacher		
Mentor's phone:	(352) 333-2801 (352) 338-2077 (home)		

Comment on impact of the project (handwritten):

Dorri Linde has had a remarkable year as a Kindergarten teacher at Hidden Oak Elementary. Mrs. Linde's class has learned and consistantly uses the art of Conflict Resolution to solve problems and diffuse difficulties. Mrs. Linde uses a preventative approach in her behavior management program to maintain an optimum learning environment. Mrs. Linde is a model instructor and a mentor for our staff.

Table of Contents

Page

Abstract ii

Authorship Statement/Document Release iii

Project Verification Form iv

Table of Contents v

List of Figures vii

Chapters

I. Purpose 1

II. Research and Solution Strategy 13

III. Method 31

IV. Results 49

V. Recommendations 60

Reference List 63

Appendixes

Appendix A: Teacher Survey 67

Appendix B: Target Setting Behavior Referrals 69

Appendix C: Target Group 71

Appendix D: Pre-Project Interviews 73

Appendix E: Pre-Project Observation Tallies 75

Appendix F: Observation Tally Sheet 77

Appendix G: Post-Project Interview: Anger Management 84

Appendix H: Post-Project Interview Problem-Solving Strategy 86

Appendix I: Checklist for Interpersonal Classroom Conflicts 88

Appendix J: Weekly Lesson Schedule 92

Appendix K: Parent Communication Number One 94

Appendix L: Parent Communication Number Two 96

Appendix M: Parent Communication Number Three 98

Appendix N: Parent Communication Number Four 101

Appendix O: Classbook Sample Page 103

Appendix P: Post-Project Observation Tallies 109

Appendix Q: Post-Project Recommendation 111

Appendix R: Behavior Resource Teacher Acknowledgment 113

List of Figures

Figure 1: Happy Face Illustrations 36

Figure 2: Percent of Improvement for Behaviors 50

Figure 3: Identify Anger Management Techniques 52

Figure 4: Results of Post-Project Interview Problem-Solving Strategy 54

Figure 5: Pre-Project Response to Interpersonal Classroom Conflicts 56

Figure 6: Response to Interpersonal Classroom Conflicts 57

Figure 7: Percent of Improvement for Positive Response to Conflict . 58

CHAPTER I

PURPOSE

This practicum project was implemented at a public elementary school located in north central Florida. This Florida community had a diversified population and was educationally oriented. The community had a major university, a large community college and four large medical facilities. The setting was located near a residential area and was adjacent to a middle school, providing the opportunity of positive interaction between both student populations.

The school was opened nine years ago. The school and surrounding residential areas were complementary of each other. The school population consisted of 804 students, composed of sixty-three percent White, twenty-six percent Black, five percent Hispanic, two and one half percent Asian, and one half percent other. Fifty-four percent of the students were bused, addressing the community at large. There were 397 females and 407 males, including 40 HeadStart children, 119 kindergartners, 106 first graders, 115 second graders, 134 third graders, 137 fourth graders and 153 fifth graders.

The school site consisted of three main buildings and eleven portables. Two of the buildings contained teaching quads, housing kindergarten through fifth grades. The quads had a large open area, the centrium, surrounded by four to five classrooms. The centriums in four quads were used as classrooms. There were two HeadStart programs, individually housed in two portables. There were four classrooms for varying exceptionality of which two were self-contained, serving primary (K-3) and the other was intermediate (4-5) grades, and two resource rooms. There were four resource rooms serving the gifted enrichment programs.

The administrative staff consisted of one principal, one behavior resource teacher, one curriculum resource teacher, all females, and one male full-time guidance counselor. The student support staff consisted of four varying exceptionality teachers, all females. Additional student services were provided by four gifted program teachers, one full-time art teacher, one itinerant art teacher, and a media specialist, all females. There were two physical education teachers, one full-time male and one itinerant, female. There were two female music teachers, one full-time and one itinerant. A full-time, male school resource officer from the sheriff's department maintained an office on site and was assigned as a liaison between the school and community.

The instructional staff consisted of individual teams for each grade. Most instructional staff were females, except for a male in the second, fourth and fifth

grades. The HeadStart program had two teachers and two aides. Both the kindergarten team and the first grade team had five teachers. In the second grade there were five teachers, with one teaching a Canady model class. The third grade team had four classroom teachers, as well as, one Canady model class teacher. The fourth grade team had five teachers and fifth grade team had four.

The non-instructional staff consisted of nine paraprofessional aides and three staff assistants. One male paraprofessional supervised a time-out / in-school suspension room.

There was a strong volunteer force at the school. The volunteer coordinator oversaw approximately 300 volunteers who contributed thousands of volunteer hours annually. Volunteers assisted in all aspects of the school community. Volunteers ranged from middle school students to grandparents. Volunteers also included three community business partners that provided incentives and opportunities for the children. One partner, a nearby retirement village, provided volunteers for the Rocking Reader program. There was a college level volunteer program coordinated by the local university. The Champs program provided college leaders to work individually with students in need of academic and emotional support. At the high school level, a Teen-Aider program provided individual support similar to the Big Brother / Big Sister program. These students provided role models and individual attention to primary level

children. Middle school volunteers were selected to participate in the Turnabout Tutors program. They spent 45 minutes, three days each week, in selected classrooms. Their time was used to serve individuals, as well as, for classroom assistance.

The researcher had been employed for six years at this elementary school, as a kindergarten teacher. Responsibilities included planning and implementing all classroom curriculum, including both academic and social skills. Prior experiences included, teaching three and four year old children for six years at a private pre-school site and teaching varying exceptionality children for six years at public elementary school sites.

The purpose of this project was to reduce the incidents of aggressive behaviors and impulsive actions of a target group of kindergarten children. Aggressive behavior was defined by the researcher as unprovoked physical and/or verbal actions threatened and/or committed against another person. The researcher defined impulsive behavior as self-centered, attention seeking actions. Aggressive and impulsive behavior displayed by children within the school environment had been recognized as a concern for administrators, teachers, victims and parents. In the target setting, these actions were increasing and impeding upon the learning of others. Teachers have experienced increased incidents of children exhibiting aggressive behaviors in their classrooms. A

teacher survey of primary level faculty (K-3), conducted at the target setting, showed that 100% of the teachers strongly agreed that increasing portions of the teaching day were spent dealing with aggressive, impulsive and disruptive behavior (Appendix A, p. 67). They strongly agreed (100%), that the aggressive, impulsive and disruptive behavior of one child affected the quantity and quality of academic learning for all children in their classroom. Of those surveyed, 90% strongly agreed that daily incidents of physical and verbal aggression among elementary children were increasing at the target setting.

"High risk" children (Committee for Children, 1993) are characterized by their inability to use socially acceptable behaviors to express themselves, especially in times of anger and frustration. These children are extremely impulsive and aggressive. They retaliate to every action or comment cast in their direction, usually in a physical manner. They are often rejected by their peers, further decreasing their opportunity to experience positive social interaction. The incidents of socially inept responses increase as children who are not equipped with the necessary steps to de-escalate their behavior. The teacher survey showed 80% agreed children who display excessive aggressive and impulsive behavior were more likely to be rejected by their peers, while 20% strongly agreed to this statement (Appendix A, p. 67). Fifty percent of the survey participants agreed strongly that rejection by peers isolated a child, denying him or her positive social

experiences and interactions, while 40% agreed and 10% neither agreed nor disagreed. Ninety percent of the teachers strongly agreed that children need opportunities to communicate, experience and practice prosocial actions in the school environment. The remaining 10% agreed to this need.

Further assessments of increasing incidents of aggressive and impulsive behavior were evident through discipline referrals at the target setting for the 1995-1996 school year. The referrals, based on county wide guidelines as stated in the Student Code of Conduct (SBAC, 1995), showed an increase of incidents at each grade level. One percent of the referrals were for pre-kindergarten students. Kindergarten students recorded 9% of the incidents, while first graders accounted for 15%. The increase continued with second graders contributing 20% of the referrals. Third graders recorded 15% of the referrals. Fourth graders accounted for 27% and fifth graders recorded the remaining 13% of the incidents (Appendix B, p. 69).

An analysis of the referrals revealed that, the most frequently referred behavior was defiant behavior, accounting for 39% of the referrals. Defiant behavior, as defined by the school's Student Code of Conduct was considered as not following directions of staff, failure to observe rules and openly challenging authority (SBAC, 1995). Disorderly conduct and classroom disruptions accounted for 32% of the referrals. Disorderly conduct/classroom disruption was

defined as any act which substantially disrupts the orderly conduct of a school function, behavior substantially disrupting the orderly learning environment or poses a threat to the health, safety and/or welfare of students and/or staff. Seventeen percent of the referrals were for unsafe acts or actions, defined as any behavior which compromises the safety of any individual, including, but not limited to hitting, kicking or slapping others. Fighting accounted for 9% of the referrals. Fighting was defined as mutual participation in an altercation. Battery and non-firearm weapon possession each contributed 1% of the total referrals. Battery was defined as an actual and intentional touching or striking of another person against his or her will or intentionally causing bodily harm to an individual. Non-firearm weapon possession was defined as a violation of the School Board's prohibition of any pointed, sharp or blunt instrument which has no legitimate educational purpose for the student at school, and items that closely resemble weapons (look alike) or operate similarly. It also prohibited the use as a weapon of any article or substance not normally considered to be a weapon (rocks, pens, pencils).

As revealed through the analysis of the school's referrals, pre-kindergarten and kindergarten students' behavior, as defined as defiant, was recorded as the highest referral rate (55%). Disorderly conduct and classroom disruption accounted for 37 percent of pre-kindergarten and kindergarten referrals, while the

remaining 8 percent of the referrals were for unsafe acts or actions. The prevalence of these behaviors remained consistent throughout the target setting at all grade levels. There were discrepancies in acceptable behavior standards and actual behavior of the students. Therefore, students needed to determine and use acceptable behaviors in order to decrease their aggressive, impulsive and disruptive behaviors at the target setting.

Target Group

The target group was composed of ten kindergarten children. They ranged in age from five years two months to six years two months in age. The average age was five years seven months. There were seven males and three females. There were six African-American, three Caucasian, and one Hispanic students. All had previous school experience before entering kindergarten. Seven attended the HeadStart program, while three were enrolled in private pre-schools.

At the time of this project, no member of the target group had been referred for exceptional student educational services. There were no active Individual Education Plans for any member of the target group. However, one member was enrolled in speech therapy. None of the group members were diagnosed with attention deficit disorder (Appendix C, p. 71). Six members of the group lived in single parent homes. Six members were receiving free or reduced

fee lunch. Five members were enrolled in daily after school programs until early evening.

The target group was chosen from a class of 25 kindergartners. The target group members consistently displayed aggressive behaviors and impulsive actions characterizing them as "high risk" children. High risk children are socially inept with interpersonal relationships; display an inability to use socially acceptable behavior to express themselves; lack anger management skills; and often are rejected by their peers. The teacher survey results indicated that excessive aggressive behavior and impulsive actions were causes for peer rejection. Rejection isolates an individual thus denying opportunities for positive social experiences and interactions. The survey also identified the importance of these opportunities to communicate, experience and practice prosocial actions in the school environment.

Target group members were observed, by the researcher, using excessive, aggressive and impulsive behaviors during interactions with peers. These interactions included attempts to obtain desired results, resolve conflicts and deal with anger and frustration. Aggressive behaviors and impulsive actions used included grabbing people and objects, hitting, touching, physical and verbal threats, yelling in anger, interrupting and verbal outbursts. These behaviors interrupted the quality and quantity of academic learning in the target setting,

causing a loss of learning time. These behaviors defined needs to decrease attention seeking actions and to learn appropriate prosocial actions and reactions.

One member of the target group accounted for all the discipline referrals at the pre-kindergarten level for the 1995-96 school year. The referrals were for defiant behavior and disorderly conduct.

The first step in resolving conflicts and decreasing anger and frustration is to identify the source. Once the source or problem is identified, possible solutions can be determined. Members of the target group were interviewed to determine their ability to identify a problem and state possible solutions (Appendix D, p. 73). The interview results showed that 70% of the target group could state a problem after listening to a story scenario. One group member stated three solutions to the problem. Four members stated two solutions. An additional four members stated only one solution. One group member was unable to state any solution to the story problem.

The determination of target group membership was based upon a combination of characteristics derived from the teaccher survey, researcher observations and discipline referrals at the target setting. The combined results confirmed the need to learn and use the skills necessary to resolve conflicts and decrease conflicts due to aggressive/impulsive actions.

Researcher Observation of the Target Group

Researcher observations of the target group were done in three school settings: outdoor play, classroom time and story time. Each observation was twenty minutes in duration. Three observations, totaling 60 minutes per week, were taken at each school setting. Incidents of aggressive and impulsive behavior were tallied. The observed behaviors for supervised outdoor play included: bullying for submission; hitting or physical aggression including shoving, pushing down and grabbing; and threatening another verbally and/or physically. The observed, classroom behaviors included: grabbing, bullying, hitting, yelling in anger, and interrupting with loud talking. The observed, story time behaviors included: touching others by invading "personal space," defined as the individual's assigned rug square; and seeking attention using loud outbursts, yelling out answers and talking.

Initial target group observations resulted in story time having 134 behavior tallies, classroom time 105 tallies and supervised outdoor play 85 tallies. There were 177 tallies for physically aggressive behavior, defined by the researcher as grabbing, hitting, touching, and physical threat. Tallies for impulsive verbal behavior, defined as bullying and yelling, totaled 81. Sixty-six tallies were counted for disruptive behavior, defined as interruptions and outbursts (Appendix E, p. 75).

Researcher Objectives

The following objectives were targeted for this practicum:

1. Over a period of twelve weeks, the target group will display a 25% decrease of impulsive and/or aggressive behavior as evidenced by researcher observation tallies (Appendix F, p. 77).

2. After participation in the twelve week project, 50% of the target group will choose at least three forms of anger management while viewing a project picture card, as recorded by the researcher during post-project interviews (Appendix G, p. 84).

3. After participation in the twelve week project, the target group will apply the problem-solving strategy for conflict resolution in selected scenarios. This will be evidenced by the researcher during post-project interviews (Appendix H, p. 86).

4. During a twelve week period, the target group will demonstrate the ability to increase by 20% the application of problem-solving strategy or anger management techniques to resolve interpersonal, classroom conflicts as evidenced by researcher's checklist (Appendix I, p. 88).

CHAPTER II

RESEARCH AND SOLUTION STRATEGY

"*Children learn what they live.*" This frequently used cliche sums up the enormous influences that people, places and things have on children. The influences of life's surroundings can be positive or negative. These influences begin prenatally and continue to develop life-long behaviors and skills. Children's behavior cannot be understood without consideration of their world and surroundings (Lindquist & Molnar, 1995). Unfortunately, today's society is experiencing the influences of violence upon children and teens. Violence is any behavior that violates another individual. It includes destructive personality traits and antisocial behavior (Brendtro & Long, 1995). Violence erupts when people cannot deal with conflict, cannot resolve this conflict in any other manner, or do not consider the effects of their behavior on others (Kamii, Clark, Dominick, 1995).

Violence invades every aspect of children's lives. Violence against children is rapidly increasing. In today's society one teen is killed by a gunshot every half hour. Violence against children is not new, only its perception. It is fed by unrestrained media. Both entertainment and news accounts cause the

escalation of sensationalism that generates new levels of horror and satiates the old ones. Today's violence is more random and senseless. There is no particular benefit to the victimizer in killing an individual because of wearing the wrong clothing; in random drive-by shootings, or in kidnapping children from the sanctuary of their bedrooms (Curwin, 1995).

Violence by and against children cannot be attributed to a single factor, but to a multitude of factors. Poverty greatly effects the amount of violence children are exposed to and twenty percent of our nation's children live in poverty (Carlsson-Paige & Levin, 1992 a). Children of poverty are likely to be unaware of their unacceptable behaviors. They have not seen or do not value alternatives to their behaviors (Dill & Haberman, 1995). Children are continually subjected to aggression, callousness, stress, high mobility and homelessness. There is little to be envious of and admire among their fearful and violent way of life. Furthermore, children visualize violence as a measure of manliness, strength, and a means to attain goals or acquire materialistic goods. In the end their behaviors and attitudes put them at risk to become involved in violence (Rockstad, 1995).

Children's behaviors are influenced by society's infatuation with violence. Violence is prevalent in the media, from the evening news to cartoons. It is witnessed in sports, talk shows and rap music. It is influential in society's views of politics and the military (Brendtro & Long, 1995). Violence permeates

throughout youth culture, exposing children to violence at every age level whether through media or toys. This has been compounded by the deregulation of television. Deregulation opened the market for toy manufactures to market and develop toys through television programs. Corporations have seen large profits from violent programs such as "Transformers," "GI Joe," "Ninja Turtles," and "Power Rangers." Since 1989 over one billion dollars have been spent annually on "violent program" merchandise including toys, lunch boxes, linens, clothing and food products. The toys are single-purpose function toys, meaning their sole purpose is to encourage the replication of violence as seen on the merchandised program they represent. It sends the message "violence is for fun and enjoyment" (Carlsson-Paige & Levin, 1992 c).

Deregulation is only one contributing factor of television's influence on children. Ninety-eight percent of all homes in the United States have televisions. The average family watches four to six hours nightly. This means from the time children arrive home from school, until bedtime, they hear, see, or are distracted by television. By the time children are 18 years old, they have watched more hours of television than hours spent in school. This equates to approximately 16,000 hours of television's influence, witnessing approximately 26,000 killings (Carlsson-Paige & Levin, 1992 c).

Youth violence occurs virtually everywhere. In many incidents, it is often unpunished, reinforced, trivialized and routine. Young children fight "for show" and for perceived acceptance (Rockstad, 1995). Predictors of violence in children's behavior include the disintegration of home environments, children rearing themselves, increased child abuse, and violence in the family. Between 1988 and 1995, physical conflicts rose from 26 percent to nearly 40 percent among secondary level students. In a 1994 parent poll, the top education-related concern was in-school violence (Tarkan, 1996).

Children's violent responses to others are influenced in some cases by prenatal conditions including fetal alcohol syndrome and the influence of crack ingested by their mothers. These conditions damage cognitive controls and social bonding (Brendtro & Long, 1995). The chemical imbalance of hyperactivity is another trigger for aggressive behavior in children.

Stress, frustration and anger are other factors that contribute toward violence. Children bring to school the accumulated stresses of home and neighborhood. These past experiences are a large burden on children's minds. School is stressful for many children. Everyday there are the expectations for getting good grades and dealing with bullies, as well as, dealing with peer rejection. Often these stresses accumulate and present themselves in the form of frustration. Sometimes frustration is helpful in developing life-long coping skills.

Too much or prolonged frustration produce negative reactions, such as lashing out physically or verbally at others (Katz, 1996). Teasing, bullying, and fighting are precursors of future violence. Peer harassment is an early signal for future problems. Without intervention 40 percent of childhood bullies become adult felons (Brendtro & Long, 1995). Young children are more likely to report these behaviors to adults. Unfortunately, in many cases their complaints are not taken seriously, but are trivialized or ignored.

Anger is an intense, overwhelming emotion. It can manifest itself into a physical or verbal attack upon others. Anger control can be difficult for most adults and is very difficult for young children. Young children's cognitive, social and emotional development is not at a stage to abstractly generalize the effects of their actions on others (Beekman & Holmes, 1996). Developmental factors that influence how children think are the tendency to focus on one thing at a time, most often their own point of view (Carlsson-Paige & Levin, 1992 b). This thinking makes it very difficult for them to seek and use positive solutions. Another issue is children tend to focus on concrete and visible aspects of conflict. The conflicts they have, and the way they resolve them, deal in concrete actions, materials and physical features. It is hard for young children to understand the effects of their actions on others and the consequences of their behavior. The transferring of all these skills in order to provide a positive solution is hard for

young children to work out. It is hard for children to logically interconnect the conflict (beginning), the negotiation (middle) and the solution (ending) (Carlsson-Paige & Levin, 1992 c).

Conflict arises when one person imposes different ideas upon others. The resulting frustration and anger of two clashing view points results in violence (Carlsson-Paige & Levin, 1992 b). Conflict and anger are part of children's daily lives. Children who learn to effectively deal with conflict and anger will be more resilient in school and adaptive in their adult years. Children need to experience conflict and anger to practice life-long coping and conflict resolution skills.

Schools are experiencing more disruptive behaviors at all levels. Children display less internal control. Fighting has become a means of maintaining dignity, winning the respect of others, and signifying success. Many teachers spend a larger portion of the school day dealing with angry, impulsive and disruptive behaviors. Often these behaviors fill the learning environment with fear, hopelessness and helplessness. Schools need to provide children with a safe, peaceful, non-threatening atmosphere in which to learn. Teachers of young children are replacing free play with structured traditional curriculum in an attempt to decrease the amount of conflicts and violence that naturally occur when children interact freely (Carlsson-Paige & Levin, 1992 c).

Young children spend the majority of their wakeful hours in the school setting. It would be ideal for students to come from nurturing, supportive, stress-free homes, ready to learn, but in reality, for many children this is not true. School is not the cause of youth violence or conflict, but it can provide children with positive, informative and motivational options for making healthy choices for themselves (Peterson & Peterson, 1996).

Another method of curtailing violence in the schools is to create a "humane superhighway" to guide and teach us how to get along with others (Curwin, 1995). It states that schools need to be places to teach children to control the violent nature of society and change society's self-destructive path. Teaching alternatives to violence include conflict resolution, peer mediation, anger control, and Discipline with Dignity. Teach children how to make more effective choices by practicing choosing and feeling in control of oneself. Modeling alternatives include methods in which to express anger, frustration and impatience. The approaches to build the humane superhighway include reducing cynicism (giving a strong sense of hope) and welcoming all students (care and value all students). Replace discipline that is based on rewards and punishments with values. Finally ask students to contribute, find self humanity, realizing that school is not done to them but for them and with them.

Teachers should model responses using gentler communication and teacher's values. Teachers need to help children increase their moral reasoning and empathy (Dill & Haberman, 1995). Teachers need to reach beyond the classroom by challenging violence, intervening and teaching specific skills to increase children's repertoire for resolving conflicts (Carlsson-Paige & Levin, 1992 a). Another method of creating safe places for conflict resolution includes establishing a nurturing and caring classroom community based on moral values (Edwards, 1992). The learning environment is three dimensional: intellectual, moral and community atmosphere. The classroom becomes a safe base for children to learn empathy, perspective-taking, understanding for rules, and orientation of moral aspects of social life. Thus giving children the opportunity to learn to negotiate and resolve conflicts in a non-hurtful manner.

Every teacher action is projecting a message to children. Teachers need to realize that they are influenced by the same factors as children. Teachers draw upon their past experiences which may include unexamined values of family origin or culture and exposure to the same entertainment violence as children. Teacher training should include techniques for guiding children, viewing conflicts from the child's perspective, skills of self reflection and creating appropriate environment (Carter, 1992). The teacher's role is to have children become confident, independent, problem-solvers (Oken-Wright, 1992). This can be done

by using the goals of independence, competence and autonomy for children, act rather than react, consistency for all, systemic means of gauging growth of autonomy, and supporting parents with parenting skills and their problems.

Initially, young children's dependency upon adults make them heteronomous. As they develop and mature, autonomy should be the goal. The development of autonomy can be helped or hindered by adult responses to children and their reactions to conflict. Autonomy is defined as the ability to self-govern oneself in the moral and intellectual realm (Kamii, Clark, Dominick, 1995). Children construct knowledge by creating and coordinating relationships. A constructivist classroom would provide children the means for constructing autonomy and developing life-long skills to deal with conflict and its resolution. The constructivist nature of learning has no single solution. It uses concepts and skills that respect the developmental understanding of children (Carlsson-Paige & Levin, 1992 c). Constructivist classrooms promote autonomy and reduce violence. Autonomous children can govern themselves, deal effectively with conflicts and treat others as they want to be treated. They do not resort to violence to solve conflicts. They have been encouraged to make decisions, rules, enforcement of these rules and resolve their conflicts (Kamii, Clark, Dominick, 1995).

Prosocial skills promote autonomy. The development of prosocial skills are needed to teach children to treat others with respect, solve problems peacefully and to express self appropriately. The life skills include respect for self and others, personal value of equality, decision making, problem-solving, positive conflict resolution and the appropriate expression of feelings. These social skills can be successful only if the child, family, school and community form a partnership to provide support, long-term effective solutions and opportunities to chose and practice real-life skills (Peterson & Peterson, 1996).

By five years of age, children vary greatly in their ability to make good decisions for themselves (Kamii, Clark, Dominick, 1995). Parents and teachers can use constructive ways to provide children with opportunities to increase their repertoire of actions, especially in times of conflict. Parents and teachers can guide children to understand the cause of their anger, how to channel it appropriately and to develop conflict resolution skills. Children are capable of managing their anger through recognition of anger, brainstorming situations and solutions, and developing anger management techniques (Beekman & Holmes, 1996).

There are compensatory curriculums to provide developmentally appropriate positive alternatives for conflict resolution. There are three types of school programs: teacher training, student training using student mediators, and

conflict resolution curriculums. Teacher training programs are geared to train the teacher in conflict resolution techniques. Teachers learn to encourage angry students to state their complaints using "I" statements. Student training programs use trained students as mediators for peer conflicts. Conflict resolution curriculums teach conflict resolution skills as a separate subject or integrated with other subjects (Williams, 1991).

Conflict resolution programs get their historical roots from the 1960's, collective bargaining and peace movements. The birth of resolving disputes in a non-violent manner using a set of formal procedures to improve communication and cool tempers was developed. In the 1980's this format spread due to the efforts of Community Board Program in San Francisco, and Children's Creative Response to Conflict in Nyack, New York. According to Richard Cohen, Director of School Mediation Associates in Belmont, Massachusetts, which has implemented over 100 programs in schools since 1984, "on an average 85% of potentially violent incidents involving mediation end in a peaceful resolution" (Williams, 1991, p. 23).

David W. Johnson, Professor of Educational Psychology and Roger T. Johnson, Professor of Curriculum and Instruction (1996) have devised six principles to help schools deter violence on their campuses. First, their theory maintains students need to learn to manage conflicts constructively without

physical or verbal violence, therefore schools need to go beyond the implementation of violence prevention programs. Schools need to provide staff and students with conflict resolution training. Schools are limited in their ability to diminish violence outside the school environment.

According to Johnson and Johnson (1996), the second principle states that the elimination of all conflicts deny children the opportunity to constructively manage conflicts at other times. Conflict can increase achievement, motivation to learn, higher-level reasoning, long-term retention and the healthy social and cognitive development of children. Third, the best conflict resolution programs transfer the total school environment into a learning community. Fourth, a decrease of in-school risk factors can be achieved by teaching children how to share work cooperatively and how to help others. Encourage children to build long-term caring and commitment to relationships. The fifth principle is to use academic controversy to increase learning and finally teach all children how to resolve conflicts constructively. The sixth principle empowers children to self-regulate their behavior through negotiation agreements. Students without training may never learn to negotiate, mediate, and manage conflicts constructively in their family, community, career, national and international settings.

Conflict resolution for young children should involve four steps (Carlsson-Paige & Levin, 1992 b). The first step is learning to define the problem of

conflict as a shared problem, containing two view points. The second step is for children to come up with possible solutions. They are to choose one solution that will try to resolve the conflict for both parties involved, thus called a win/win situation. The third step is to put the solution into practice, using words and actions to transform the situation. The final step is to evaluate if the solution worked and reflect upon the results. It is very difficult for young children to separate themselves from the heat of conflict. Therefore, the use of group discussions to learn and practice conflict resolution are helpful (Carlsson-Paige & Levin, 1992 b). Their suggestions of developmentally appropriate activities include role playing, lists of successful techniques, drawings and stories, literature to discuss conflict techniques and simple dramatizations using puppets to role play. Puppets provide an entertaining neutral setting in which to try out solutions and suggestions of new words and actions.

Young children need many opportunities to work on their skills of conflict resolution. The family should provide opportunities to learn relationship skills, unfortunately many parents have not developed these skills in their own relationships. Children learn through their experiences, whether these experiences are positive or not. Children who witness interparent violence in the context of conflict learn to link violence to conflict resolution. Violence is not necessary to preclude the need for negotiation skills. Parents who adopt negotiation as an

approach to resolve conflicts between self and child, teach that child that if two people do not share a goal, negotiation and suggesting a modification of a goal will help resolve the conflict (Crockenberg, 1992).

Children who learn peacemaking skills at school can transfer these behaviors to their home. It is important to provide a component of parent involvement to a conflict resolution program. Parent involvement could be initiated with a newsletter sent home describing skills taught at school or provide parent training sessions. The use of a variety of conflict resolution skills in conjunction with traditional courses are suggested (McGinnis & McGinnis, 1992). Some suggested skills are listening activities, teaching how to express feelings, learning non-hurtful means of expressing anger, express needs and wants clearly, evaluate the possible solutions and negotiate to resolve the situation. Conflict resolution activities include peace pie and trouble cake, peace blanket, family/class peace treaty and family/class meetings.

Get Real About Violence was developed and published by Comprehensive Health Education Foundation (CHEF) based in Seattle, Washington. This program was originally developed for middle schools but was modified for elementary schools. This violence prevention program encourages all students to reflect on how they contribute to violence and what role they play (bystander, victim or perpetrator). The program focuses on changing students norms, the

attitudes and behaviors which perpetuate violence. The program contains three modules "Vulnerability to Violence," "Contributors to Violence," and "Alternatives to Violence" (Rockstad, 1995). The program uses role-playing and peer-helping programs.

Second Step is another violence prevention curriculum. It is a series of developmentally appropriate kits designed to reduce impulsive and aggressive behavior and increase children's social competency. It is produced by the Committee for Children (1993). The program focuses on the development of skills in empathy, impulse control and anger management. Empathy is a factor in controlling aggressive behavior. It is a building block for social skills, creating win/win situations and the recognition of emotions. Impulse control uses the strategies of problem-solving and behavioral skill training. It teaches children to use reasoning steps in social situations. Anger management involves recognizing anger; using "calming downing" techniques, such as deep breathing, to prevent anger feelings from surfacing in violence; and using reflection on the anger-provoking incidents (Committee for Children, 1993). The Second Step program uses a variety of developmentally appropriate techniques including group discussion, role-playing, literature, music, and puppets. Family involvement is initiated and maintained by take home letters.

Solution Strategy

A child's introduction to the school environment leaves an indelible mark, an impression that the child will carry throughout his or her school life. The variables of children's experiences provided a wide range of social skills within a kindergarten class. The influence of violence in the media (Brendtro & Long, 1995; Carlsson-Paige & Levin, 1992 a & c; Curwin, 1995; Kamii, Clark, Dominick, 1995; Lindquist & Molnar, 1995), poverty (Carlsson-Paige & Levin, 1992 c; Dill & Haberman, 1995; Kamii, Clark, Dominick, 1995; and Lindquist & Molnar, 1995), and developmental factors (Carlsson-Paige & Levin, 1992 b; Kamii, Clark, Dominick, 1995; and Peterson & Peterson, 1996) effected the way children resolved conflicts. In order to provide a positive nurturing atmosphere in which children are inspired to be life long learners, a program was implemented to develop prosocial skills for conflict resolution. The objectives of the project were for the target group to (1) decrease impulsive and aggressive behavior; (2) know at least three anger management techniques; (3) use a problem-solving strategy for conflict resolution; and (4) use problem-solving strategy or anger management techniques when resolving interpersonal conflicts. The program was constructed using a variety of developmentally appropriate teaching techniques (Carlsson-Paige & Levin, 1992 b; Kamii, Clark, Dominick, 1995; McGinnis & McGinnis, 1992; and Peterson & Peterson, 1996). The preventive and interventive integrated

program that provided children with opportunities to experience and practice the necessary skills for conflict resolution was Second Step - A Violence Prevention Curriculum (Committee for Children, 1993). The approach used the development of skills of empathy, impulse control and anger management. Empathy skills developed children's ability to recognize, experience and respond to the feelings of others. Impulse control developed the use of problem-solving skills and taught children how to apply systematic reasoning steps to social situations. It included behavior skills activities for targeted behaviors (apologizing and joining-in). Anger management developed children's ability to recognize the onset of anger and apply a redirective (deep breathing or counting). A combination of the three strategies provided win/win situations and opportunities for children to decide among alternatives; and steps to perform the chosen solution and to reduce anger in the school environment.

The Second Step program provided materials and resources for implementing the developmentally appropriate prosocial conflict resolution model. The implementation covered a twelve week period with 27 lessons (Appendix J, p. 92). The lessons were presented three times a week for the first four weeks. The fifth week had four lessons which formulated the steps used for problem-solving. The placement of four concurrent lessons provided the children

with the information necessary to begin problem-solving within a week's time span. Two weekly lessons were used during weeks six through eleven.

Researcher observations were done in the third, sixth, eighth, tenth and twelfth weeks. Tallies were used to calculate previous observed aggressive, impulsive and disruptive behaviors, as previously defined by the researcher. The observations and tallies were made during classroom time, story time and supervised outdoor play time.

A researcher's checklist was maintained to note conflict situations and the use of positive problem-solving skills and anger management to resolve conflict by the target group.

Take-home letters were sent as follows: an initial letter explaining the program and child's participation (Appendix K, p. 94); an empathy training letter during the third week (Appendix L, p. 96); a problem-solving steps letter in the sixth week (Appendix M, p. 98); and a conclusion letter during the twelfth week (Appendix N, p. 101). During the twelfth week, the target group participated in post-project interviews.

CHAPTER III

METHODS

Implementation

This project was implemented over a twelve week period. Twenty-seven lessons from the Second Step program were used. Each lesson was twenty to thirty minutes in duration, depending on student participation. The lessons were presented during a mid-day, classroom circle time. Skills were introduced and were reinforced throughout the day as teachable moments occurred. A reflective thinking period was used at the end of each lesson day to recall the skills used and provided a transfer of training. Parent communications were sent home periodically, explaining Second Step terminology and skills.

The Second Step program consisted of lesson cards, puppets and a songs tape cassette. The lessons were divided into three units: empathy training, impulse control, and anger management. The lesson card included scripted activities for warm-up, story and discussion, and role play. It also contained tips for transfer of training and related children's literature. The lesson cards were used to introduce and reinforce concepts and objectives of each lesson. The program included two puppets, appropriately named, Impulsive Puppy and Slow

Down Snail. The tape cassette included songs to reinforce empathy, problem-solving techniques and calming down techniques.

Empathy Training

Empathy training was the beginning unit. The researcher agreed with the Second Step program in that an empathic person is more likely to understand the actions and viewpoints of others. Empathy training involved activities to recognize, experience and respect the feelings of others. The twelve lessons of empathy were rearranged to meet the needs of the target group, based on the researcher's observation tallies during story time and classroom center time. The target group interrupted the learning process 133 times during story time and 105 times during classroom time (Appendix E, p. 75). Consideration of the rights of others and decreased impulsive and aggressive behavior were objectives for this unit.

Week 1

This week covered empathy training and included three lessons. The first lesson, "What is Second Step," was an introduction to the Second Step program and "Feelings:" happy, sad, and mad. It used lesson cards 1-4 and Please Pass the Peas by Dina Anastasio. The target group was introduced to a listening posture called SLANT (Sit up, Lean in, Activate thinking, Name key, Track the

talker), created by Edwin Ellis (1991). A SLANT chart with illustrations depicting these actions was hung in the classroom and reminded the target group to sit up, lean in, activate their thinking, name key information by raising their hand, and track the talker. The discussion about feelings lead into a transition time (moving from one place to another) experiment about smiles and positive responses. The target group smiled at everyone passing them on their way to the Art room. The art teacher commented that seeing their smiles made her want to smile back. The target group verbalized that if you give a smile, you get one back. This proved to be a positive reinforcement of one's behavior affecting those around them.

The second lesson, "Feelings," continued with feelings: surprised, disgusted and scared. It used lesson cards 5-7 and Feelings by Aliki. The children were more interested in role play and the lesson cards than in the literature. The format of the literature contributed to this situation because it was done in a comic format and not a story format.

The third lesson, "Listening," was originally used at the end of empathy training. The target group was not sympathetic to the needs of others when it involved listening to what others had to say. Therefore, the researcher decided to introduce this skill sooner. The lesson card 15 introduced the Second Step song "How I Feel." The target group expressed their desire to be listened to when they spoke. Discussion was given to the class motto: *If you are not looking, you are*

not listening, and you need to look and listen to learn. Dismissal from group setting was given in the form of individual comments, complimenting usage and display of listening skills.

Week 2

This week included two lessons on feelings. Lesson four, "Same or Different," was used to recognize differences in people's emotions and how people have different feelings about the same situation. Lesson card 8, Anna Banana and Me by Lenore Blegvad and role play activities were used.

Lesson five, "Feelings Change," used lesson card 9 and Ira Sleeps Over by Bernard Waber. This lesson presented the concept that feelings can change even if the situation remains the same. Class discussion lead the target group to talk about other times that they experienced apprehension such as going to school or having a baby-sitter. They discussed the special items that they sleep with, including special blankets and toys that are night time "musts."

Week 3

Three lessons were implemented and researcher observations of impulsive, aggressive and disruptive behaviors were done this week during story time, classroom center time and outdoor play. Lesson six, "Not Now-Maybe Later," used lesson card 11 activities and The Very Busy Spider by Eric Carle to

recognize that people have different likes and wants, and can change their minds. It demonstrated that friends can be friends even if they are not doing the same thing. The target group remained in the self-satisfying stage of decision making and needed to work on more win/win solutions.

Lesson seven, "I Feel," introduced the use of "I" messages to communicate feelings to each other. Lesson card 14 and the song "How I Feel" were used. The target group was becoming very observant of body language used to express feelings. Reminders to use an "I" message to express themselves provided much experience. They were proud of telling others how they felt.

Lesson eight, "If... Then...," attempted to predict others' feelings. The target group was good at telling the "what if..." but they tended to respond with self-centered solutions. They enjoyed playing the "if-then" game, especially hearing their name inserted into the Second Step lesson statements.

During week three, a parent communication was sent home (Appendix L, p. 96). A teacher-made chart, using illustration from Second Step program and parent communications, was introduced and hung in the classroom. It used "happy face" illustrations which gave the target group visual clues of facial expressions for feelings (Figure 1, p. 36).

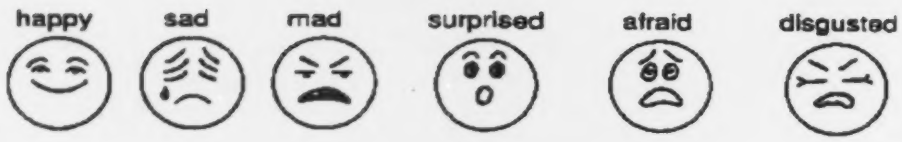

Figure 1

Happy Face Illustrations

Week 4

Every day during the transition period between outdoor play and story time, the Second Step song tape was played. The target group was still learning the song, "How I Feel," but they responded to the song during this transition time which included getting drinks, putting away outdoor clothing and transitioning into a less active setting.

During week four the final three empathy lessons were presented. Lesson nine, "What Is Fair," used lesson card 13, Six Crows by Leo Lionni and a package of crackers. The use of food definitely brought a new interest into the learning activities. The target group was vocal about "sharing" as a word, but it was difficult to explain how to share. Share usually meant "in an individual's favor," although providing a token for others. The definition of sharing, deciphering what one needs to share, and when sharing is not necessary were difficult

concepts to master. The target group needed continual reinforcement on sharing as situations arose.

Class discussion about Six Crows was interesting. A few responses resulted in using the terminology of "taking turns" instead of "sharing."

Between lessons nine and ten, the target group was doing story scenario lessons for a drug prevention program and four target group members responded with "I" messages. An increase in "I" messages was also noted during center times and lining up times.

Lesson ten, "I Care," integrated lesson three, "Listening," with the introduction of "I care." "Listening" was repeated to remind the target group to be sensitive to the needs of others. "Listening" displayed a way of caring and demonstrated the importance of others' feelings. Lesson cards 15-16 and song, "How I Feel," were used for this lesson. The target group was quick to respond to situations with "I'm sorry," more as a conditioned response, rather than a meaningful response. The "I'm sorry" response was used even if the responder did not perform an action which elicited personal blame. For example, during role play the statement of being scared to go out on Halloween and how could you show that you care... elicited the response "I'm sorry."

The target group responded with hugs and pats on the back to show that they cared. A few commented with "I" messages.

Lesson eleven, "Accidents," used lesson card 12 and It Wasn't My Fault by Helen Lester. The target group gave an accurate account of people's feelings in the illustration. About half of the target group, had trouble distinguishing accident from intentional action in real life situations. The victimizer tended to respond very quickly with "sorry, sorry" while the victim responded to the action itself, not thinking through the events preceding the action. This was evident in playground situations where the victim failed to tell or realize that a preceding action caused the reaction. It Wasn't My Fault used humor to make its points.

As the scripted lessons on empathy were ending, the target group was encouraged to look and listen for signs of other people's feelings. From this point, teachable moments were used to reinforce and continue the development of empathy.

Impulse Control and Anger Management

The next phase of implementation involved combining and interchanging lessons of impulse control and anger management. Impulse control used two strategies of problem-solving and behavior skills training for the resolution of social conflicts. Anger management provided techniques to control frustration and anger which created obstacles for problem-solving to take place. The

complimentary nature of these behaviors made it appropriate to combine these units.

Many social conflicts were the result of anger and frustration. In order to effectively use the problem-solving steps, anger must be diminished. Specific social skills training was provided after the introduction and practice of anger management and problem-solving steps. The objectives for this phase were to provide anger management techniques, problem-solving techniques for conflict resolution, and the application of these techniques to resolve interpersonal conflicts. A researcher checklist was maintained of conflicts involving the target group and the use of problem-solving strategy and anger management to resolve the conflict.

Week 5

Four lessons were used to introduce the steps for problem-solving for social situations. This provided the target group with terminology and practice of sequential skills for conflict resolution.

Lesson twelve, "Slow Down- Stop and Think," introduced the puppets, Impulsive Puppy and Slow Down Snail. It used lesson card 17, puppets, puppet script 1 and problem cards from the Second Step (Teacher Manual, p. 103-111).

Impulsive Puppy and Slow Down Snail were immediate celebrities with the target group and were used to introduce problems. The target group was very responsive to the puppets. They were enraptured by Impulsive Puppy, and laughed and enjoyed his antics. They did not perceive that the puppet's behavior was a problem. However, Slow Down Snail was quieter and the subtle message of "slow down, stop and think" was conveyed and repeated by group members. The problem cards gave practice in naming problems, but the target group approached the use of problem cards with less enthusiasm.

Lesson thirteen , "What Is the Problem," provided the first step in problem-solving strategy. Lesson cards 18-19, the puppets, puppet script 2, and problem-solving step 1 (Teacher Manual, p. 123) was used in this lesson. Impulsive Puppy and Slow Down Snail received a rousing welcome and the attentiveness of the target group was greatly increased. When Slow Down Snail began to tell Impulsive Puppy to "slow down...," some target group members completed the phrase for him "...stop and think." The story discussion provided a large selection of problem possibilities. The role play activity was difficult for the target group to act out.

Lesson fourteen, "What Can I Do," provided the opportunity to brainstorm possible solutions to a problem. Impulsive Puppy and Slow Down Snail made a return visit. Lesson card 20, Spiders in the Fruit Cellar by Barbara Joose, the

puppets, puppet script 3, problem-solving steps 2 and 3 (Teacher Manual, p. 125 & 127), chart paper and pen were used for this lesson.

The puppets introduced the lesson by involving the target group in brainstorming solutions to resolve a problem, Slow Down Snail refused to come out of his shell. Discussion of the story card included a review of problem-solving step 1, naming the problem. Solutions suggested to solve the problem were written on chart paper. Although reading the solution was not a skill yet acquired, the target group was impressed with the visual results of multiple solutions for one problem. They were asked to give answers or solutions to what might happen "if (state a problem)...," using the solutions from the chart. This was a very long lesson. Later in the day, Spiders in the Fruit Cellar was read to reinforce stating a problem, naming solutions, and predicting possible outcomes.

Lesson fifteen, "Choose An Idea," provided the terminology and practice for asking to play with another child. Lesson card 21, Will I Have a Friend? by Miriam Cohen, the puppets, puppet script 4 (Teacher Manual, p. 129) were used. A few toys were used for props in role play activities. The puppet script involved the children showing Impulsive Puppy how to bark quietly. The target group was thrilled to pat Impulsive Puppy when he barked correctly.

The story discussion provided the three steps and terminology used to join in an activity.

Week 6

Researcher observations of impulsive, aggressive and disruptive behavior were tallied during story time, classroom center time and outdoor play.

Lesson sixteen, "Is It Working," introduced the song, "Work It Out." This lesson concluded the last step on problem-solving. Lesson card 22, problem-solving step 5 (Teacher Manual, p. 131), The Little Engine Who Could by Watty Piper, and song cassette. The song was a hit with its upbeat rhythm. The story and discussion resulted in many options to try if one solution does not work. The target group agreed that you need to keep trying. They were able to give multiple solutions to the role play activity. The lesson ended with reading The Little Engine Who Could. Everyone liked to join in the chorus "I think I can. I think I can." A teacher-made chart, listing the problem-solving steps, was made using the illustrations from the problem-solving cards. The chart was hung in the classroom as a visual reminder for problem-solving strategy.

Lesson seventeen, "Paying Attention," used lesson card 26, chart paper and pen, and What's Claude Doing? by Dick Gackenbach. The warm-up activity of singing "Row, Row, Row Your Boat" in rounds was very difficult. It brought comments such as "I can't hear good." and "Everyone's talking at one time." While working through the problem-solving steps, the solution of "putting one's

finger on their lips" to show quiet to a neighbor, became a favorite. It was put to use immediately. The lesson was followed with reading What's Claude Doing?

A parent communication, explaining the steps of problem-solving, was sent home (Appendix M, p. 98). It included activities to try at home and suggested parent literature.

Week 7

Lesson eighteen, "Interrupting Politely," was very pertinent due to the impulsivity of the target group. The lesson was introduced by Impulsive Puppy and Slow Down Snail. Lesson card 27, Perfect Pigs by Marc Brown, puppet script 6, chart paper and pen were used. The puppets display of interrupting was initially greeted with humor, but was followed with frustration. Slow Down Snail brought about choruses of "Slow down, stop and think!" The story and discussion lead to some solutions. The decision to just go was rejected due to safety and parent disapproval. Role play included a success story. Each target group member practiced interrupting politely. One child had great difficulty, waiting for the break in a conversation, then someone else tapped his leg to remind him to wait for the talking to stop. He was finally successful. Later, another target group member could not wait for the conversation to end and the previous group member, who had the same problem earlier, tapped the member and said, "You

need to wait for the talking to stop." The lesson ended with a book on manners, Perfect Pigs.

Lesson nineteen, "Am I Angry," was the introduction to anger management. The materials for the lesson included lesson card 28, Calming Down step 1 (Teacher Manual, p. 133), and A Little- A Lot photo cards (Teacher Manual, p. 113-119). After using the photo cards to show facial and body changes created by anger, a few children displayed their angry faces. Empathy training was very helpful in identifying body language clues. The story and discussion followed. It was agreed everyone was angry at some time. The group role played anger and making an "I" statement.

Week 8

Researcher observations of impulsive, aggressive and disruptive behavior during story time, classroom center time and outdoor play were performed.

Lesson twenty, "Calm Down," introduced the use of calming down techniques. Lesson card 19, puppets, puppet script 7, Calming Down steps 1-5 (Teacher Manual, p. 133-141), and Where the Wild Things Are by Maurice Sendak were used. Slow Down Snail and Impulsive Puppy introduced techniques for calming down and reducing anger. Practicing the steps provided opportunity to feel and verbalize the results of the techniques. The target group was very

aware of how their shoulders relaxed and fists unballed when they counted. The lesson ended with reading Where the Wild Things Are. The target group noticed the changes in Max's body language and enjoyed the story.

Lesson twenty-one, "Dealing With Not Getting What You Want," introduced the song, "Take a Deep Breath." Lesson card 33, song cassette, chart paper and pen were used. The story and discussion lead to reminders of the calming down steps. Some target group members were able to relate to this situation, reflecting on their individual experiences. Their comments included that crying usually got them what they wanted, and they did not try because of threat of a spanking.

Week 9

The next three lessons were presented after anger management techniques due to the nature of the skills involved. The researcher chose to provide the option of calming down before responding to these social skills. Sharing, taking turns and trading evoked feelings of frustration which can lead to angry reactions.

Lesson twenty-two, "Sharing," presented an opportunity to define this easily used terminology to resolve situations. Sharing was a frequently used word, but it created difficulty in describing its meaning. Lesson card 23, The Doorbell Rang by Pat Hutchins, chart paper, pen and toys were used. The

Language Arts Story Kit by Lakeshore Company for The Doorbell Rang was used to reinforce the concept of sharing. Playing mirror-mirror was fun, but difficult for the watcher in the game. The following discussion included many good suggestions for sharing. The use of plastic cookies while reading The Doorbell Rang presented a visual effect of dividing to share objects.

Lesson twenty-three, "Taking Turns," presented a specific skill which included waiting and cooperation. The lesson distinguished the difference in sharing and taking a turn. Lesson card 24, song cassette for "Work It Out," chart paper, pen and toy props were used. Waiting to use a limited material presented a difficult situation due to its relationship to time. Time was a hard concept for young children to perceive. The target group performed the role play appropriately, but real life situations were more difficult.

Week 10

Researcher observations of impulsive, aggressive and disruptive behavior were done during story time, classroom center time and outdoor play.

Lesson twenty-four, "Trading," presented the concept of giving and getting. Lesson card 25, puppets, puppet script 5, a small ball, a toy prop and five story books were used. The target group was very observant during the puppet script and commented that the puppy would want the ball, not the toy lettuce.

Trading during role play was difficult for impulsive members. Reminders were needed that an agreement needs to be verbalized and trade does not mean switch, because one party desired to do so. Further practice was needed for this skill.

Lesson twenty-five, "Dealing With Being Hurt," reviewed calming down techniques and identifying an accident from an intentional incident. Lesson card 30, chart of calming down steps, and The Grouchy Ladybug by Eric Carle were used. School rules were also reviewed to remind the target group to keep their hands and feet to themselves. Responding with "I'm sorry," was a rapid comment, however, realizing one should help the injured person was harder to conceive. After reading The Grouchy Ladybug, lesson time was spent reflecting on real life incidents of being hurt and responses to the incidents.

Week 11

Lesson twenty-six, "Dealing With Having Things Taken Away," incorporated the use of previous skills, such as trading, taking turns and sharing. The concepts of these skills, along with calming down steps, were useful in making solutions for this situation. Lesson card 32, song cassette, cassette player, chart paper, pen, chart of calming down steps and a toy were used. The story and discussion generated the share response, upon requesting how to share more

defined responses were given. Further practice was needed in solution terminology. Role play provided more opportunities to practice how to share.

Lesson twenty-seven, "Dealing With Name Calling," was the final Second Step scripted lesson. Lesson card 31, puppets, puppet script 8, song cassette, cassette player, chart paper and pen were used. The concept of intentional name calling to be hurtful and playful name calling was difficult to differentiate. Some target group members can distinguish the difference, but social maturity and an understanding of intentionally was not the same for each group member.

Week 12

Final researcher observations of impulsive, aggressive and disruptive behavior were made during story time, classroom center time and outdoor play. Post-project interviews were conducted to demonstrate the target group's ability to choose three forms of anger management and apply problem-solving strategy for conflict resolution in selected story scenarios.

Culminating activities included writing a class book, titled Lessons From Impulsive Puppy and Slow Down Snail (Appendix O, p. 103); picture taking with Impulsive Puppy and Slow Down Snail; and a farewell party for the puppets. A final parent communication summarizing the prosocial skills and terminology for the Second Step program was sent home (Appendix N, p. 101).

CHAPTER IV

RESULTS

Observations of impulsive and aggressive behavior were done during the third, sixth, eighth, tenth and twelfth week of the practicum project. These observations were used to compile data for objective one. Objective one stated a 25% decrease for impulsive and aggressive behavior would be displayed by the target group during the project. Three observations, each twenty minutes in duration, were taken in three school settings over a one week period. A tally mark was given each time the subject performed a rated behavior. Three categories of behavior were observed: aggressive, impulsive verbal and disruptive. The researcher defined aggressive behavior as grabbing, hitting, touching and physical threat. Impulsive verbal behavior was defined as bullying and yelling in anger. Disruptive behavior included interruptions and outbursts. Pre-project observation tallies were used as a baseline for improvement comparisons.

All members of the target group decreased their aggressive behavior by 44% or more, thereby, meeting objective one (Figure 2, p. 50). Impulsive verbal decreased by 62% or more. Sixty percent of the target group accomplished a

100% decrease in impulsive verbal behavior (Figure 2). In disruptive behavior one target group member increased 150% (Figure 2). Although three target group members made no progress in decreasing their disruptive behavior, two members began with no measurable disruptive behavior (Appendix P, p. 109). Two target group members improved by decreasing their disruptive behavior by 100%, while the remaining group members improved by decreasing disruptive behavior from 37% to 95% (Figure 2).

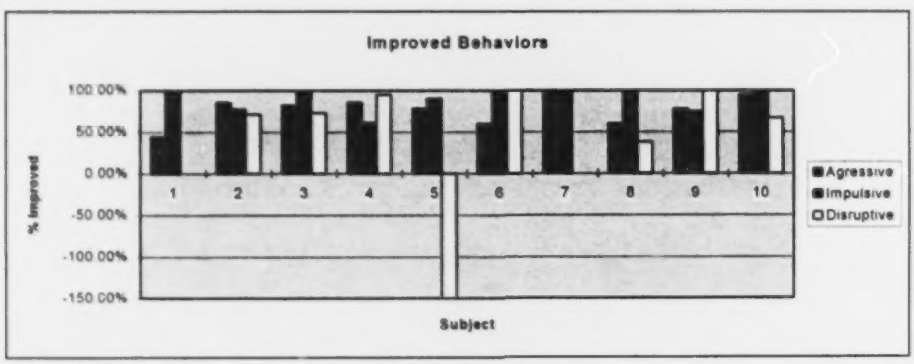

Figure 2

Percent of Improvement for Impulsive, Aggressive and Disruptive Behaviors

Although, the target group decreased by 25% or more their impulsive and aggressive behaviors, it was not a steady decline. Some target group members increased their behaviors before a decline was observable (Appendix P, p. 109).

Subject 1 decreased aggressive behavior (44%) and impulsive verbal

behavior (100%), but made no progress with disruptive behavior (Figure 2, p. 50). Subjects 2, 3, 4, 6, 8 and 9 decreased all three behaviors by 37% (Figure 2, p. 50). Subject 5 significantly decreased aggressive and impulsive verbal behavior, but increased disruptive behavior by 150% (Figure 2, p. 50). The increase in disruptive behavior for subject 5 became a concern. A parent conference provided no additional insight for the change in behavior. The researcher enlisted subject 5 into weekly support services of two volunteer programs, Rocking Reader and Teen-Aider. Although disruptive behavior for subject 7 recorded no change, aggressive and impulsive verbal behavior was substantially decreased by 100% (Figure 2, p. 50). This subject did not display disruptive behavior during the initial observation, but it was evident during preceding weeks (Appendix P, p. 109). Subject 10 significantly improved social behaviors after diagnosis and starting treatment for attention deficit disorder during week 11.

The post-project interviews for identifying anger management techniques were conducted using a project picture card and story scenario. Individually, the target group members were shown a photo-card of a boy with an angry expression. Each member was asked to identify the boy's feelings and body language clues. After correctly identifying the boy's displayed feelings, group members were asked how the boy could resolve or change his feelings, thus identifying anger management techniques.

Objective two stated that 50% of the target group would choose at least three forms of anger management while viewing a project picture card. Although this objective was met by only four members (40%) of the target group members, the remaining 60% were more informed of alternatives to redirect anger (Figure 3). Two target group members (20%) surpassed the objective by identifying four anger management techniques and two other members (20%) identified three techniques (Appendix G, p.83). Five members (50%) of the target group identified two anger management techniques and one member (10%) identified only one technique (Figure 3).

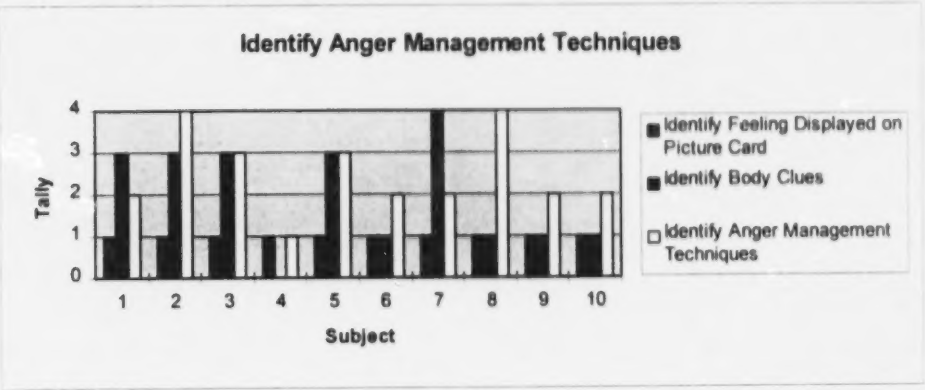

Figure 3

Identify Anger Management Techniques

Subjects 2 and 8 were able to identify four anger management techniques. They were consistently rated among the top 50% of the target group for their use of physically aggressive and impulsive verbal behavior (Appendix P, p. 109). Although they were able to identify techniques, they were not able to transfer the training to real life situations. Subjects 3 and 5 met the objective's criteria by identifying three anger management techniques (Figure 3, p52). Subject 3 was able to transfer training to real life situations, as evidenced by data (Appendix P, p. 109). Subject 5 was not as successful and needed more practice in transferring words into actions (Appendix P, p. 109). Subjects 1, 6, 7, 9 and 10 identified only two forms of anger management (Figure 3, p. 52). In order to increase their ability to redirect anger and frustration, these subjects need more opportunities to practice and select alternatives of anger management techniques. Subject 4 was the only member who identified only one form of anger management. This subject could not identify body clues for mad/angry (Appendix G, p. 84). Further empathy training and more experiences in which to practice anger management would provide the subject with opportunities to build a repertoire of alternatives for redirecting anger and frustration.

The post-project interviews for applying the problem-solving strategy for conflict resolution in selected story scenarios, objective three, were conducted individually. Two story scenarios with different presentation methods were used

for this objective. Story scenario "A" was a verbal story told by the researcher using no visual clues. Story scenario "B" used a project picture card and the subjects described the scenario to the researcher (Appendix H, p. 86). The researcher used the variation of story format to accommodate the varying learning styles of young children.

The problem-solving strategy for conflict resolution was defined by the researcher as stating the problem; identifying two or more solutions; choosing a primary solution; and choosing an alternative solution.

Eighty percent of the target group accomplished objective three, applying the problem-solving strategy in both story scenarios as evidenced by results displayed in Figure 4.

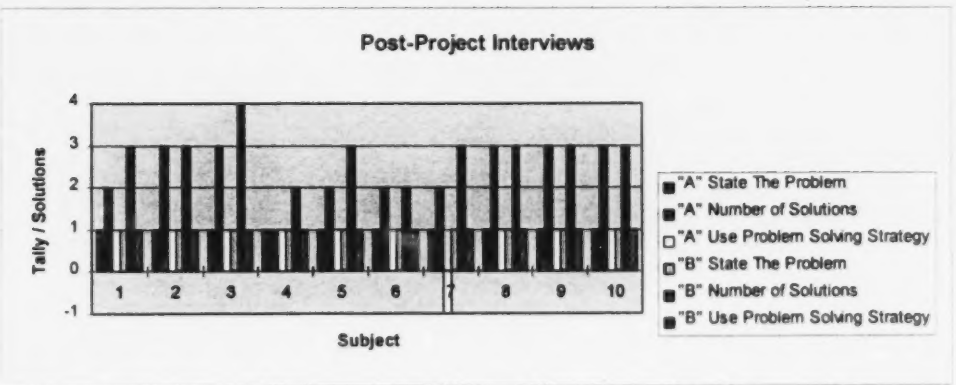

Figure 4

Post-Project Interviews for Use of Problem-Solving Strategy

Although the remaining 20% did not meet the objective for story scenario "A," they demonstrated the ability to problem-solve on story scenario "B." Forty percent of the remaining target group displayed an increase at identifying solutions for story scenario "B" (Figure 4, p. 54).

Subjects 2, 8, 9 and 10 consistently responded with three solution possibilities for both story scenarios (Figure 4, p. 54). Subject 6 identified and applied two solutions for each scenario. Subject 1 and 5 increased identifying solutions by one for story scenario "B" (Figure 4, p. 54). Subject 3 identified the highest number of solutions for conflict resolution. Subject 4 did not meet the objective for story scenario "A," but did so for story scenario "B" (Figure 4, p. 54). Subject 7 was able to identify possible solutions for both scenarios but was able to apply the problem-solving strategy for only story scenario "B" (Figure 4, p. 54). All other subjects were able to apply the problem-solving strategy to both stories. The results of the post-project interviews for problem-solving strategy evidenced that the target group met objective three (Figure 4, p. 54).

Interpersonal classroom conflict was defined by the researcher as the response and reaction of target group members in dealing with the intentional and unintentional actions of others. These actions included, but were not limited to, teasing, name calling, possession of objects, physical contact and unobtained requests, such as, asking but not getting. The resolution of conflict was measured

by the target group member's application of prosocial conflict resolution skills or negative response to interpersonal classroom conflicts. Prosocial conflict resolution skills were defined by the researcher as problem-solving strategy and anger management techniques. A checklist of conflicts and responses for each subject was maintained by the researcher (Appendix I, p. 88), displayed in Figure 5. Pre-project data was collected over one week period.

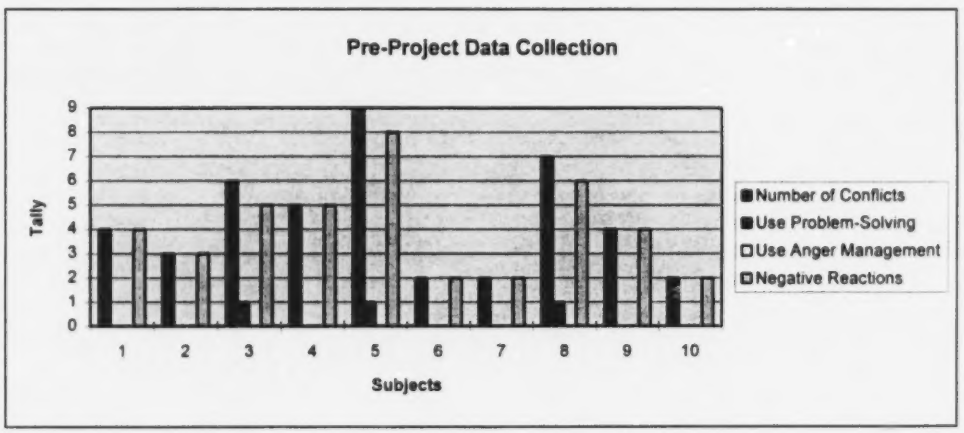

Figure 5

Pre-Project Responses to Interpersonal Classroom Conflicts

Before the introduction of problem-solving strategy and anger management techniques, only three target group subjects (3, 5 and 8) used a prosocial response during a conflict (Figure 5). At the conclusion, all target group subjects increased the application of problem-solving strategy or anger

management by a minimum of 39% (Figure 7, p. 58). Therefore, the target group fulfilled objective four which was to demonstrate a 25% increase in the application of problem-solving strategy or anger management techniques to resolve interpersonal, classroom conflicts.

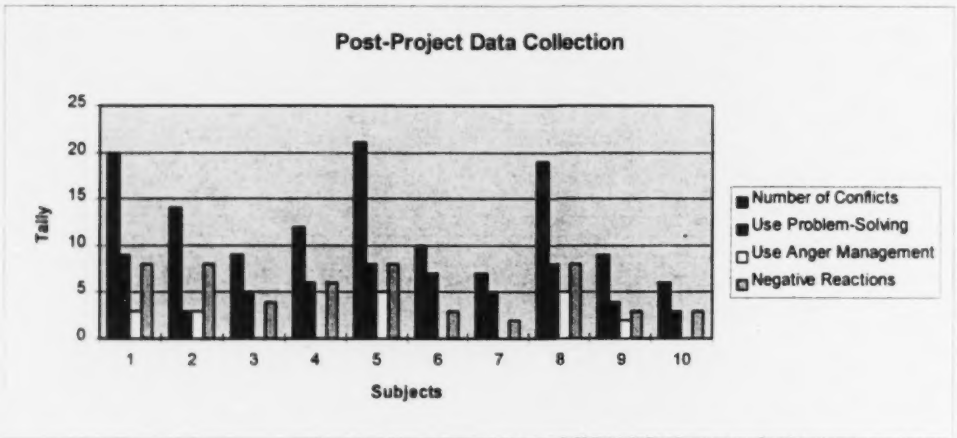

Figure 6

Interpersonal Classroom Conflicts Data Collection

Subjects 6 and 7 obtained an increase of 70% and 71% respectively (Figure 7, p. 58). These were the largest increases in the target group. Both subjects began the project unable to use prosocial skills to resolve interpersonal classroom conflicts (Figure 5, p. 56). Subjects 1, 2, 4, 9 and 10 also began the project unable to use prosocial skills to resolve conflicts (Figure 5, p. 56). Subject 9 increased by 66%, while subject 1 obtained a 60% increase in the usage of

prosocial conflict resolution skills (Figure 7). A fifty percent increase was recorded for subject 4 and 10. Subject 2 increased the use of prosocial conflict resolution skills by 43% for interpersonal classroom conflict resolution (Figure 7).

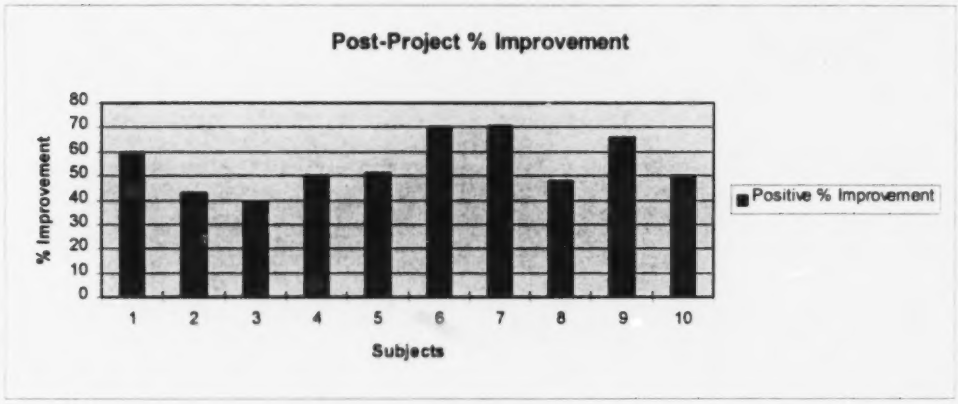

Figure 7

Percent of Post-Project Improvement for Positive Response to Conflict

Subjects 3, 5 and 8 demonstrated the ability to apply prosocial conflict resolution skills at the start of the project (Figure 5, p. 56). The application of prosocial conflict resolution skills was not consistent during interpersonal classroom conflicts for these subjects (Appendix I, p. 88). Subject 3 began at 17% and increased 39% the application of problem-solving or anger management techniques when resolving conflicts (Figure 6, p. 57). A fifty-one percent increase was demonstrated by subject 5 after beginning the project at 11% usage

of prosocial conflict resolution skills (Figure 6, p. 57). The initial 14% usage of prosocial conflict resolution skills by subject 8 was increased 48% during the implementation of this project (Figure 6, p. 57) .

CHAPTER V

RECOMMENDATIONS

The researcher recommends this project to be expanded to all kindergarten and HeadStart students at the target setting. Beginning school careers at different developmental and experience levels are a challenge for students and staff. Many students at this age have not been exposed to or encouraged to use socially acceptable behaviors for conflict and anger. They need opportunities to practice appropriate coping and social skills which will provide a life-long repertoire of peaceful problem-solving techniques. It is further recommended to introduce and begin the program at the beginning of a school year. The skills taught would be beneficial in the transition from home or pre-school setting to school community.

Follow-up programs for upper grades could be instituted as this present target group progresses in their school careers. This infusion would provide program continuity throughout the school community.

Second Step provided developmentally appropriate activities using a multisensory approach. As previously stated in Methods, the researcher rearranged lessons within the impulse control and anger management units. The reorganization was used to introduce anger management skills and problem

solving skills in close proximity. Many conflicts of young children are the result of frustration and anger due to the range of developmental abilities at this age. Eliminating or diminishing anger provides a less volatile atmosphere in which effective use of problem-solving steps can be initiated and used to resolve conflict.

An updated compilation of children's literature would enhance the literature component of this multisensory approach for teaching peaceful conflict resolution. The use of children's literature provides numerous neutral settings in which to develop and practice language, actions and ideas for conflict resolution. Children's familiarity with current literature and the increased probability of ownership would enhance the use of literature learned lessons. Current literature also provides a sensitivity to multiculturalism, gender and disability differences providing real life situations relating to today's children.

Although this practicum project received no school-wide or district recommendation, the acknowledgment by staff members to this target group for their social development was overwhelming. The kindergarten team has recommended the incorporation of this practicum project into the kindergarten curriculum (Appendix Q, p. 111). The Behavior Resource Teacher has acknowledged the positive impact the practicum project made in a reduction of behavior referrals at the kindergarten level (Appendix R, p. 113).

The self-esteem and pride obtained from numerous compliments on a daily basis continually reinforced the target group and their use of Second Step methods. In today's materialistic society, this target group learned the intrinsic value of pride and accomplishment. The target group created a peaceful, caring atmosphere in which the members started their journey as life-long learners.

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Appendixes

Appendix A

Teacher Survey

Appendix A: Teacher Survey

Using a Likert scale of 1 to 5, (1 - I strongly agree; 2 - I agree; 3 - I neither agree nor disagree; 4 - I disagree; 5 - I strongly disagree) please respond to the following statements:

1. Children who display excessive aggressive and impulsive behavior are more likely to be rejected by their peers.

   1 2 3 4 5

2. Rejection isolates a child, denying him/her positive social experiences and interactions.

   1 2 3 4 5

3. Children need opportunities to communicate, experience, and practice prosocial actions in the school environment.

   1 2 3 4 5

4. Increasing portions of the teaching day are spent dealing with aggressive, impulsive and disruptive behaviors.

   1 2 3 4 5

5. The aggressive, impulsive, and/or disruptive behavior of one child affects the quantity and quality of academic learning for all children in the class.

   1 2 3 4 5

6. Daily incidents of physical and verbal aggression among elementary age children are increasing.

   1 2 3 4 5

Teacher Survey Results

	Likert Scale				
Statement	1	2	3	4	5
1	2	8			
2	5	4	1		
3	9	1			
4	10				
5	10				
6	9	1			

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Appendix B

Target Setting Behavior Referrals

Appendix B: Target Setting Behavior Referrals

Grade	# Referrals	% of Total	Defiant	Disorderly Conduct	Unsafe Acts	Fighting	Battery	Weapon Non-Firearm	Other
PK	2	0.48%	1	1	0	0	0	0	0
K	36	8.57%	20	13	3	0	0	0	0
1	63	15.00%	20	19	18	4	2	0	0
2	86	20.48%	35	21	17	8	3	1	1
3	64	15.24%	25	22	7	7	1	1	1
4	115	27.38%	40	41	18	12	2	1	1
5	54	12.86%	22	16	8	2	2	0	0
TOTALS	420		163	133	71	33	10	3	3
% of Total Referrals			38.81%	31.67%	16.90%	7.86%	2.38%	0.71%	0.71%

Appendix C

Target Group

Appendix C: Target Group

Subject	Sex	Race	Age (Months)	School Experience	Parents in Home	Free/ Reduced Lunch	After School Program	Speech	ESE
1	M	W	72	Y	2	N	N	N	N
2	M	A	72	Y	1	Y	Y	Y	N
3	M	W	75	Y	2	N	Y	N	N
4	M	H	65	Y	1	Y	Y	N	N
5	M	A	66	Y	1	Y	N	N	N
6	F	A	62	Y	1	Y	N	N	N
7	F	A	66	Y	1	Y	N	N	N
8	F	A	63	Y	1	N	Y	N	N
9	M	A	62	Y	2	Y	N	N	N
10	M	W	63	Y	2	N	Y	N	N

Appendix D

Pre-Project Interviews

Appendix D: Pre-Project Interviews

Story Scenario:

Ben is riding the bouncy toy on the playground. He has been on the toy since he came outside. Mary wants to play on the toy too! She goes over to Ben and says, "Get off! I want to ride." Mary shakes and shakes the toy. Ben shouts, "No! I had it first." They begin to fight over the toy.

Questions to ask:

What is the problem? (Determine the target subject's ability to identify the problem causing the conflict.)

What can Mary do to solve the problem? (Determine the target subject's ability to state possible solutions for conflict resolution.)

Results:

Subject	Can Subject State the Problem?	Number of Stated Solutions
1	Yes	3
2	No	2
3	Yes	2
4	Yes	1
5	No	1
6	Yes	1
7	Yes	0
8	Yes	2
9	No	2
10	Yes	1

Appendix E

Pre-Project Observation Tallies

Appendix E: Pre-Project Observation Tallies

Subject	Aggressive Behavior	Impulsive Verbal	Disruptive Behavior	Total
1	9	9	13	31
2	27	18	7	52
3	17	11	11	39
4	28	13	19	60
5	28	10	2	40
6	10	3	0	13
7	9	4	0	13
8	20	9	8	37
9	9	4	0	13
10	20	0	6	26
Totals	177	81	66	324

Appendix F

Observation Tally Sheet

Appendix F: Observation Tally Sheet

Date: Initial Week

Story Time

Subject	Talking	Touching			
1	𝍸 ||	|||			
2	𝍸 ||	𝍸 𝍸 𝍸 |			
3	𝍸 𝍸 |	𝍸 ||			
4	𝍸 𝍸 |||	𝍸 𝍸 𝍸			
5	||	𝍸 𝍸 ||||			
6		||			
7		||			
8	𝍸 ||	𝍸 𝍸			
9		|			
10	||	𝍸 𝍸 𝍸			

Center Time

Subject	Grabbing	Bullying	Hitting	Yelling	Outburst
1	|	|||		||	𝍸 |
2	|||	𝍸 |		||	
3	||	|	|	|||	
4	𝍸 |	|	||	|||	𝍸 |
5	𝍸 |		|	|	
6	𝍸 ||	|||			
7	𝍸	||		||	
8	𝍸 |	|||	|||	||||	|
9	||	||	|||		
10	|||				||||

Play Time

Subject	Threats	Bullying	Hitting Physical		
1		||||	𝍸		
2	||	𝍸 𝍸	𝍸 |		
3	|	𝍸 ||	𝍸 |		
4		𝍸 ||||	𝍸		
5	|	𝍸 ||||	𝍸 |		
6	|				
7	|		|		
8		|	|		
9	|	||	||		
10		|	||		

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Appendix F: Observation Tally Sheet

Date: Week 3

Story Time

Subject	Talking	Touching			
1	𝍸 𝍸 𝍸 ||	||			
2		𝍸 |			
3	𝍸 ||||	||||			
4	𝍸 || |				
5	𝍸	𝍸 |			
6	||	|||			
7		||			
8		𝍸			
9	|||	||			
10	𝍸 𝍸 |||	||			

Center Time

Subject	Grabbing	Bullying	Hitting	Yelling	Outburst
1	||	|||		||	𝍸
2	|	||			
3	||	|	|	|||	|
4	||	|		||	𝍸 |
5	|||	𝍸 ||	|	𝍸	|
6	|||			||||	|
7	|				|
8	||||	𝍸		||	||
9		|	||		|||
10	|	|||	|		||||

Play Time

Subject	Threats	Bullying	Hitting Physical		
1	𝍸	𝍸	||||		
2	𝍸	||||	||||		
3	||||	||||	||||		
4	|	|||	|||		
5	||||	||||	𝍸 |		
6					
7					
8			||		
9	|	|	||||		
10					

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Appendix F: Observation Tally Sheet

Story Time

Date: Week 6					
Subject	Talking	Touching			
1	𝍸 𝍸	II			
2	II	𝍸			
3	𝍸 III	I			
4	𝍸 II	II			
5	𝍸 I	IIII			
6		II			
7	II				
8	𝍸	III			
9	I	I			
10	𝍸 𝍸 II				

Center Time

Subject	Grabbing	Bullying	Hitting	Yelling	Outburst
1	III	II		II	
2	𝍸	III			
3	III				I
4	IIII			I	II
5	𝍸 III	I			I
6	𝍸				
7	II				
8	IIII	III	II	I	
9	III				
10	I				II

Play Time

Subject	Threats	Bullying	Hitting Physical		
1	I	III	I		
2	III	IIII	𝍸 I		
3		III	II		
4	I	𝍸 I			
5	III	III	𝍸		
6		I			
7		I			
8		I	II		
9		I	III		
10	I				

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Appendix F: Observation Tally Sheet

Story Time

Center Time

Play Time

Date: Week 8

Subject	Talking	Touching			
1	𝍸	𝍸			
2	𝍸	𝍸			
3		𝍸			
4	𝍸				
5	𝍸	𝍸			
6					
7	𝍸				
8	𝍸	𝍸			
9		𝍸			
10	𝍸 𝍸				
Subject	**Grabbing**	**Bullying**	**Hitting**	**Yelling**	**Outburst**
1		𝍸			𝍸
2		𝍸			𝍸
3					𝍸
4					𝍸
5	𝍸	𝍸		𝍸	𝍸 𝍸
6	𝍸				𝍸
7					
8	𝍸	𝍸		𝍸	𝍸 𝍸
9					𝍸
10					𝍸
Subject	**Threats**	**Bullying**	**Hitting Physical**		
1	𝍸	𝍸 𝍸	𝍸		
2	𝍸	𝍸	𝍸 𝍸		
3		𝍸			
4		𝍸			
5		𝍸	𝍸		
6					
7					
8	𝍸	𝍸			
9		𝍸	𝍸		
10			𝍸		

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Appendix F: Observation Tally Sheet

Story Time

Date: Week 10					
Subject	Talking	Touching			
1	𝍸 II	II			
2		IIII			
3	II	I			
4	III	II			
5		II			
6		I			
7		I			
8	II	III			
9		II			
10	𝍸 𝍸				

Center Time

Subject	Grabbing	Bullying	Hitting	Yelling	Outburst
1	IIII	II			II
2	III	I			I
3	II				
4					III
5	I				𝍸
6					I
7	I		I		
8					II
9	I				
10					IIII

Play Time

Subject	Threats	Bullying	Hitting Physical		
1			II		
2	I	I	III		
3		I			
4		I	I		
5		I	𝍸		
6					
7					
8	I		I		
9			II		
10					

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Appendix F: Observation Tally Sheet

Story Time

Date: Week 12					
Subject	Talking	Touching			
1	𝍸 𝍸 ||||				
2		||			
3	|||	|			
4	|	||			
5	|	|			
6		||||			
7					
8		𝍸 𝍸			
9					
10					

Center Time

Subject	Grabbing	Bullying	Hitting	Yelling	Outburst
1	||				||||
2		|			||
3	|				
4	|	|		|	
5	|				||||
6					
7					|
8	|				𝍸 𝍸
9				|	
10					||

Play Time

Subject	Threats	Bullying	Hitting Physical		
1	|		||		
2		|||	||		
3	|				
4		|||	|		
5		|	||||		
6					
7					
8			||		
9			||		
10			|		

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Appendix G

Post-Project Interview: Anger Management

Appendix G: Post-Project Interview: Anger Management

Sample Narrative:

- I am going to show you a picture of a boy. Look carefully at the picture and tell me how the boy feels. Record responses.
- How can you tell the boy is feeling mad or angry? Record responses.
- What can he do about being mad or angry? Record responses.

Sample Recorded Responses:

- Identify the Feeling: Determine subject's ability to identify feelings during conflict.
- Identify Body Clues: Determine subject's ability to identify body clues related to specific feelings.
- Number of Anger Management Techniques: Determine subject's ability to state techniques used for de-escalating anger.

Subject	Can Target Subject Identify the Feeling?	Number of Body Clues Identified by Target Subject	Number of Anger Management Techniques Stated
1	Yes	3	2
2	Yes	3	4
3	Yes	3	3
4	Yes	0	1
5	Yes	3	3
6	Yes	1	2
7	Yes	4	2
8	Yes	1	4
9	Yes	1	2
10	Yes	1	2

Picture Card:

Committee for Children. (1993). Second Step: A Violence Prevention Curriculum: Preschool-Kindergarten (Ages 4-6): Trainer Manual. Seattle, WA.

Appendix H

Post-Project Interview Problem-solving Strategy

Appendix H: Post-Project Interview Problem-solving Strategy

Story Scenario "A"

Story Scenario "A" was told to each target subject without any visual aid.

> Ben is riding the bouncy toy on the playground. He has been on the toy since he came outside. Mary wants to play on the toy too! She goes over to Ben and says, "Get off! I want to ride." Mary shakes and shakes the toy. Ben shouts, "No, I had it first!" They begin to fight over the toy.

Each target subject was asked:

- What is the problem?
- What can Mary do?
- What might happen if... ?
- What if it did not work?
- What would you do?
- What if this did not work?

Story Scenario "B"

Story Scenario "B" was told using a photo card, having each target subject narrate their version of the story.

- This story is a picture of Sarah (point to the child without the toy) and Patty. Can you tell me how Sarah is feeling?
- How can you tell Sarah is feeling _____ (use subject's response)?
- Why do you think Sarah feels _____?
- What is Sarah's and Patty's problem?
- What can they do to solve the problem?
- What are some solutions to their problem?

Picture Card:

Committee for Children. (1993). Second Step: A Violence Prevention Curriculum: Preschool-Kindergarten (Ages 4-6): Trainer Manual. Seattle, WA.

Appendix I

Checklist for Interpersonal Classroom Conflicts

Appendix I: Checklist for Interpersonal Classroom Conflicts

Week Of	Subject	Conflict	Problem Solve	Anger Management	Negative Reaction
11/18 - 11/22	1	3			3
	2	2			2
	3	1			1
	4	1			1
	5	1			1
	6	1	1		
	7	1			1
	8	3			3
	9	1			1
	10	0			
11/25 - 11/27	1	3	2		1
	2	1	1		
	3	1	1		
	4	1			
	5	1	1		
	6	2	1		1
	7	1			
	8	1			1
	9	1			
	10	1	1		
12/2 - 12/6	1	5	2	2	1
	2	3		1	2
	3	2	2		
	4	5	3		2
	5	3	1		2
	6	2	1		1
	7	2	2		
	8	5	1	2	2
	9	3	2		1
	10	3	1		2

Appendix I: Checklist for Interpersonal Classroom Conflicts (continued)

Week Of	Subject	Conflict	Problem Solve	Anger Management	Negative Reaction
12/9 - 12/13	1	4	3	1	
	2	2	1		1
	3	1			1
	4	1	1		
	5	5	2	2	1
	6	2	2		
	7	1	1		
	8	2		1	1
	9	1		1	
	10	1			1
12/16 - 12/20	1	2	1		1
	2	2			2
	3	1	1		
	4	1	1		
	5	5	1	1	3
	6	1	1		
	7	1	1		
	8	4		1	3
	9	1		1	
	10	0			
1/6 - 1/9	1	3	1		2
	2	3	1	2	
	3	1			1
	4	2	1		1
	5	3	2	1	
	6	1			1
	7	0			
	8	3	1	1	1
	9	1	1		
	10	0			

Appendix I: Checklist for Interpersonal Classroom Conflicts (continued)

Week Of	Subject	Conflict	Problem Solve	Anger Management	Negative Reaction
1/13 - 1/17	1	1	1		
	2	2	1		1
	3	1	1		
	4	2	1		1
	5	6	2	2	2
	6	1	1		
	7	1	1		
	8	3		2	1
	9	2	1		1
	10	2	2		

Appendix J

Weekly Lesson Schedule

Appendix J: Weekly Lesson Schedule		
Week 1	Lesson 1	What is Second Step?, Read Please, Pass the Peas, Feelings U1L2
	Lesson 2	Feelings U1L3, Read Feelings - Aliki
	Lesson 3	Listening U1L11, Song "How I Feel"
Week 2	Lesson 4	Same or Different U1L4, Read Anna Banana and Me
	Lesson 5	Feelings Change U1L5, Read Let's Be Enemies /Ira Sleeps Over
Week 3	Lesson 6	Not Now-Maybe Later U1L7, Read The Very Busy Spider
	Lesson 7	I Feel... When... U1L10, Song "How I Feel"
	Lesson 8	If... Then... U1L6, Take Home Letter
Week 4	Lesson 9	What is Fair? U1L9, Read Six Crows
	Lesson 10	I Care U1L12 Listening, Song "How I Feel"
	Lesson 11	Accidents U1L8, Read It Wasn't My Fault
Week 5	Lesson 12	Slow Down, Stop and Think U2L1, Puppets Script 1
	Lesson 13	What is the Problem? U2L2, Read Spiders in the Fruit Cellar, Puppet Script 2
	Lesson 14	What Can I Do? U2L3, Puppet Script 3
	Lesson 15	Choose an Idea U2L4, Puppet Script 4, Read Will I Have a Friend?
Week 6	Lesson 16	Is It Working? U2L5, Song "Work It Out", Read The Little Engine That Could
	Lesson 17	Paying Attention U2L9, Read What's Claude Doing?, Take Home Letter
Week 7	Lesson 18	Interrupting Politely U2L10, Puppet Script 6, Read Perfect Pigs
	Lesson 19	Am I Angry? U3L1
Week 8	Lesson 20	Calm Down U3L2, Puppet Script 7, Read Where the Wild Things Are
	Lesson 21	Dealing with Not Getting What You Want U3L6, Song "Take a Deep Breath"
Week 9	Lesson 22	Sharing U2L6, Read The Doorbell Rang
	Lesson 23	Taking Turns U2L7, Song "Work It Out"
Week 10	Lesson 24	Trading U2L8, Puppet Script 5
	Lesson 25	Dealing With Being Hurt U3L3, Read Grouchy Ladybug
Week 11	Lesson 26	Dealing With Having Things Taken Away U3L5, Song "Take A Deep Breath",
	Lesson 27	Dealing With Name Calling U3L4, Puppet Script 8
Week 12		Culminating activities, Take Home Letter

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Appendix K

Parent Communication Number One

Appendix K: Parent Communication Number One

Dear Parents,

I am very proud of the progress your children have made since the school year began. As you realize the school day not only includes academics but also social skills. An important part of kindergarten is to give children a positive start at becoming life long learners.

I have been given the opportunity to present to my class a program call Second Step. The goal of this program is to build your child's social skills and self-esteem by giving your children tools to solve everyday problems. Children who learn and use the skills presented in this program are more likely to get along with other people and do better in school.

Children will learn to identify feelings, predict how other people feel and show others that they care. Children will learn to use problem-solving skills in social situations and perform social skills like sharing and taking turns. Children will learn some techniques to control angry feelings and to redirect their feelings in more positive ways.

You will receive take-home letters informing you about lessons that we are learning. Please take time to try the suggested activities that you and your child can do at home. Talking about the program with your child will help them to use their new skills at home.

Please let me know what you think about the Second Step program. I would also like to take class photographs of some of our Second Step successes. If you give your permission for your child to be included in these class photos, please sign and return the bottom section of this letter.

Yours truly,

Researcher Name

(return bottom section)

To: Researcher Name

I give permission for my child, _____ to be photographed.

Parent Signature: _____ Date: _____

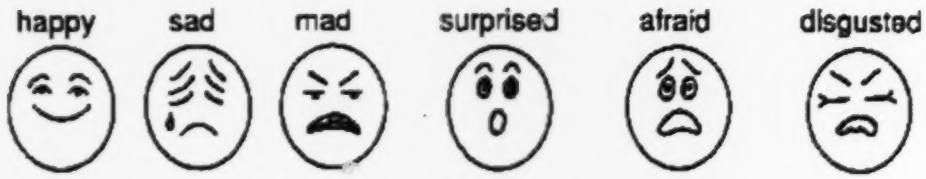
Appendix L

Parent Communication Number Two

Appendix L: Parent Communication Number Two

Dear Parents,

We are learning about our feelings:



Your child is learning:

- that people may have different feelings from each other.
- that feelings may change.
- that some actions are accidents.
- how to predict other's feelings.
- to tell others how she/he feels.
- to listen to others.

Here are some suggested activities that you can do with your child:

1. Match the faces above with the feelings. Have your child make a happy face, a sad face, a mad one, a surprised one. "Let me see a _____ face."
2. Play "I feel ____ when ____." Fill in the spaces with different feelings and situations.
3. When reading a book, talk about the characters' feelings and discuss times that you and your child may have felt the same way.
4. When your child is showing a feeling, help him/her to give that feeling a name.

By listening to and talking about your feelings, you will be help your child to feel valued and to be more understanding of others' feelings. I hope you will try these activities and encourage and practice feeling skills at home. Please let me know about your at home activities.

Sincerely,

Appendix M

Parent Communication Number Three

Appendix M: Parent Communication Number Three

Dear Parents,

You may have heard your child talk about "Impulsive Puppy" and "Slow Down Snail," They are puppets from the Second Step program. "Impulsive Puppy" and "Slow Down Snail" are helping your child learn how to solve problems. Your child is learning to use the following steps:

- What is the problem?
- What can I do?
- What might happen if...?
- Choose an idea and use it.
- Is it working?
- If not, what can I do now?

Here are some suggested activities that you can practice with your child:

- Instead of solving your child's problem for him or her, ask, "What could you do?"; followed by, "That's one idea. What else could you do?"
- When your child comes up with solutions, hold back from judging each idea. After your child has thought of several ideas, ask your child to evaluate each one, "What do you think will happen if you try this one...?"
- To help evaluate ideas you may also ask: "Is it safe?" "How will people feel?" "Is it fair?" "Will it work?"
- If one idea does not work, encourage your child to try another one.
- Practice solutions with your child.

In class your child is practicing the following social skills:

- Joining in...
- Sharing...
- Taking turns...
- Trading...
- Paying attention...
- Interrupting politely

The following book list will help parents teach their children the skills found in the Second Step program:

- Faber, Adele & Mazlish, Elaine (1980). How to Talk So Kids Will Listen and Listen So Kids Will Talk. NY: Avon Books.
- Shure, Myrna B. (1994). Raising A Thinking Child: Help Your Young Child to Resolve Everyday Conflicts and Get Along With Others. NY: Henry Holt.

The following three books by Elizabeth Crary are available from Parenting Press, Inc., P.O. Box 75267, Seattle, WA 98125:

- Kids Can Cooperate
- Without Spanking or Spoiling, A Practical Approach to Toddler and Preschool Guidance.
- The Children's Problem-solving Package (6 books, also available separately): I Want It, I Can't Wait, I Want to Play, My Name is Not Dummy, I'm Lost, Mommy, Don't Go

I hope you will try these activities and encourage and practice problem-solving skills at home. Please let me know about your at home activities. Thank you for your support.

Appendix N

Parent Communication Number Four

Appendix N: Parent Communication Number Four

Dear Parents,

Our class has completed the Second Step lessons. As the school year continues, the children will be encouraged to use the techniques learned from the Second Step lessons. Second Step has taught the children to think about other's feelings; to solve problems in a cooperative manner; and to use "calming-down" techniques when they feel angry. The skills can be used at home to further develop life-long coping skills.

Empathy skills include:

- Listening to others without criticizing or interrupting them; and giving advice only when asked.
- Acknowledging other's feelings even if you do not agree with those feelings. Encourage your child to talk about their feelings. This helps them to predict and understand the feelings of others.
- Use "I feel" messages to let a person know how their behavior or action affect you.

Conflict resolution skills which help your child to peacefully solve problems when a conflict arises include:

- Identify the problem or conflict.
- Identify possible solutions.
- Test each solution (Is it safe? How will the other person feel? Is it fair? Will it work?)
- Choose a solution and use it.
- Evaluate the solution (Is it working?)

Anger management skills which help a child to use "calming-down" techniques include:

- Take three deep breaths.
- Count to five slowly.
- Tell yourself to calm down.
- Use "I messages" to help resolve anger.
- Apply the problem-solving steps.

The children have been using these techniques at school. They are proud of being in control of themselves and their ability to solve social problems. Please encourage your child to use these skills at home. Together we can provide your child with the opportunities to develop life-long anger management and conflict resolution skills.

Thank you for your continued support.

Sincerely,

Appendix O

Classbook Sample Page

Impulsive Puppy and Slow Down Snail taught me

how to have a good day.

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Impulsive Puppy and Slow Down Snail taught me _____

L N

to learn to stop, look, and listen.

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Impulsive Puppy and Slow Down Snail taught me nop h e n

no pushing.

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Impulsive Puppy and Slow Down Snail taught me

JCK

BK WT to be good at school

BEST COPY AVAILABLE

Impulsive Puppy and Slow Down Snail taught me SODY

2506 to slow down, stop and think

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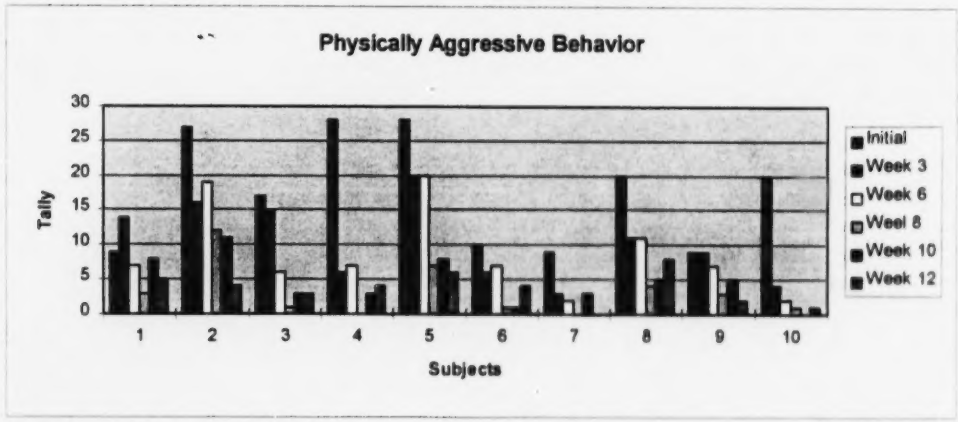
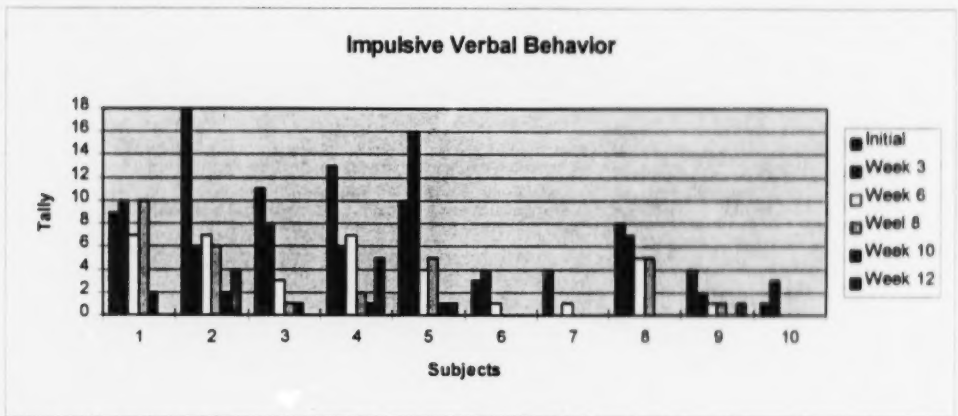
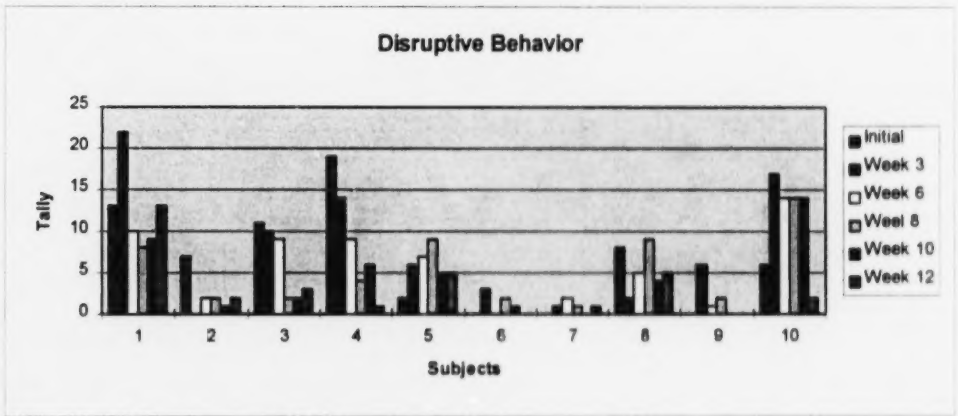
Appendix P

Post-Project Observation Tallies

Appendix P: Post-Project Observation Tallies







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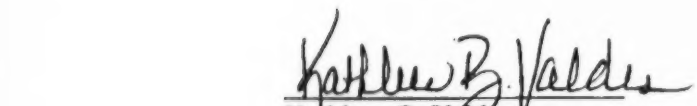
Appendix Q

Post-Project Recommendation

Appendix Q: Post-Project Recommendation

The kindergarten team observed a noticeable improvement in the ability of the researcher's class to resolve conflicts and interact in a positive manner toward others. As the kindergarten team leader, I have asked the researcher to help in the development of a new unit for the kindergarten curriculum. The researcher's project will be incorporated into the "Starting School" unit.



Kathleen B. Valdes
Kindergarten Team Leader

Appendix R

Behavior Resource Teacher Acknowledgment

Appendix R: Behavior Resource Teacher Acknowledgment

The researcher has done an outstanding job of implementing the Conflict Resolution Curriculum as part of the daily activities of the target class. As a result of the researcher's efforts and instruction, the students are empowered with the key elements of this program. The researcher's class has successfully completed 152 days of the 1996-97 school year with no discipline referrals. The researcher's instruction and knowledge of the Second Step program and conflict resolution skills have also extended to the Kindergarten and First Grade teams. The primary unit at the targeted school has been positively impacted by the creative and enthusiastic approach demonstrated by the implementation and use of the conflict resolution management in the target classroom.

Nancy Pearl
signature

Nancy Pearl
Behavior Resource Teacher